Inspection Annual Report
2018/19

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Chapter 1   Introduction

- Since the introduction of the School Development and Accountability (SDA) Framework by the Education Bureau (EDB) in 2003, schools have undertaken self-evaluation through the "Planning-Implementation-Evaluation" (P-I-E) cycle, with the aim of fostering continuous self-improvement and promoting quality education, in line with the spirit of school-based management. The EDB continues to implement External School Reviews (ESR) and Focus Inspections (FI) in a "school-specific and focused" manner. This enables schools to access from various avenues feedback and recommendations for improvement, which helps enhance the effectiveness of school self-evaluation (SSE) and facilitate their sustainable development.

- In the 2018/19 school year, the EDB conducted ESR in 35 primary schools, 34 secondary schools and 10 special schools (Appendix 1), and FI in 77 primary schools and 99 secondary schools (Appendix 2). This report presents the key findings of the inspections, including SSE, professional leadership, curriculum and assessment, classroom learning and teaching, and support for student development. It also discusses the developments and achievements of various educational initiatives that most schools place a premium on, which include values education, self-directed learning, Science, Technology, Engineering and Mathematics (STEM) education, and catering for learner diversity. Exemplars are also included in this report for schools' reference when they undertake self-evaluation and planning.

- According to the findings of the post-ESR school survey of the 2018/19 school year, participating schools have responded positively to the review. There is broad recognition amongst them that the ESR teams have ably and purposefully reviewed their major concerns, taking into account schools' specific contexts, and have clearly identified schools' strengths and areas for improvement, helping them reflect on their work effectiveness, and set future targets and formulate plans. The EDB hopes that by reading this report, schools can have a better understanding of the overall performance and progress of participating schools in various areas of work and development. Schools should also refer to the exemplars and suggestions for improvement so as to continue enhancing their development and increase the effectiveness of learning and teaching.

Chapter 2   Key Findings of External School Reviews and Focus Inspections

2.1   Effectiveness of School Self-evaluation

- Based on experiences gained from implementing the SDA Framework, and consistent with the spirit of school-based management, schools have assimilated the principles of self-evaluation through applying the P-I-E cycle as part of their daily operations. Similar to the last school year, schools that have undergone ESR or FI in 2018/19 are generally able to keep pace with trends in education development and cater for students' learning needs; they prioritise a range of areas, notably values education, self-directed learning, STEM education and catering for learner diversity, as their key focuses for development or major concerns.

- Further work, however, is needed, particularly in the area of using evaluation data to inform planning as part of the overall purpose of achieving schools' sustainable development. Schools with better self-evaluation effectiveness are capable of providing sufficient opportunities for all teaching staff to engage through various platforms or committees in discussing school development plans, as well as using evaluation data to measure work effectiveness and identify areas for improvement. Accordingly, they set their major concerns for the next development cycle, and formulate clear goals and appropriate strategies to effactually promote sustainable development. However, the planning in some schools is found wanting. For example, their major concerns are too broad in scope and their goals lack clear focuses, and thus subject panels and committees are unable to devise well-defined development programmes. Holistic planning is also missing in some schools, which undermines collaboration between different domains, such as "Learning and Teaching" and "Student Support and School Ethos". In some cases, implementation efforts are hampered due to teachers' insufficient understanding of the basic principles of the school's major concerns. Broadly speaking, for school-based management to work even more productively, and for the sake of continuous self-improvement, schools need to increase their understanding of the concept of self-evaluation, and improve their relevant skills to enhance overall work effectiveness.

- Whether school development plans can be smoothly implemented depends a great deal on the level of support and monitoring provided by the school management and middle managers. In general, schools develop corresponding support measures to facilitate their priority tasks. These measures include, for example, engaging teachers in professional development programmes organised by the EDB and tertiary institutions to enrich their understanding of the priority tasks and enhance curriculum planning; strengthening the collaboration between subject panels and committees to promote internal professional sharing; and using resources wisely to raise the efficacy of school support for students' learning and growth. A small number of schools are able to maintain a close communication between their management teams and teachers, manage a firm grasp of the progress and effectiveness of their priority tasks, and when necessary, render assistance according to teachers' needs. However, some schools lack close monitoring and timely support, affecting their development programmes' outcomes.

- Most schools employ the evaluation tools provided by the EDB or those designed by themselves to collect data and evidence from a wide range of sources, including teachers' observations and parents' opinions, to access different stakeholders' views on their various

projects and development. A few schools even manage to evaluate their work effectiveness with close reference to the objectives of their major concerns, specifically identifying the reasons for achievement and shortfalls, and devising appropriate follow-up strategies. By and large, however, there is room to further improve the quality of schools' self-evaluation. For example, evaluations are not evidence-based, and there is a tendency on their part to merely focus on reporting programme progress and completion rates. In other cases, schools fail to analyse the collected data in detail and review the effectiveness of their initiatives as a whole. It is therefore highly important for them to draw on the findings from students' performance as well as learning and teaching effectiveness, in order to conduct a thorough and in-depth evaluation of their work performance, and to inform their planning for the next phase of development.

- Effective implementation of the P-I-E cycle is key to schools' sustainable development. In the future, the school management needs to continue to refine their strategies for development planning. They need to make sound use of evaluation data and findings, such as undertaking cross-curricular reviews to conduct a holistic evaluation of school performance, which in turn informs future planning and the formulation of progress schedules for development and implementation relevant to the school context. In addition, schools should provide timely oversight and appropriate support. The school management also needs to build consensus with teachers, so that subject panels and committees are able to appreciate the purpose and nature of the school major concerns. By integrating different areas of expertise, and strengthening cross-curricular collaboration, schools make it possible for the three domains — "Management and Organisation", "Learning and Teaching" and "Student Support and School Ethos" – to function jointly and complementarily, which helps advance and deepen their work on students' whole-person development.

Exemplars

Thoroughly fulfilling the P-I-E cycle to promote sustainable development in school
The school continually refines their planning efforts, and makes timely adjustments to their development focuses and directions. In the previous development cycle, they adopted "Stimulating Students' Proactivity, Engaging them in Active and Self-directed Learning" and "Continuing to Enhance Students' Moral Qualities" as their major concerns, and accordingly established clear targets and specific strategies to address them. Through examining their rich and copious evaluation information, they recognised that their students had achieved good progress in terms of self-care, self-discipline and caring for others. However, work was still needed in helping students develop their positive emotions, self-perception and sense of belonging to the school. Taking these considerations, the social climate and other related factors into account, the school consequently focuses on "Fostering Students' Affective and Health Development" as their principal major concern for the current cycle. They appropriately set "Enhancing Learning through Affective Engagement" as their development direction. Under the school management's leadership, teachers recognise the complementary relationship between personal growth and learning, and undertake to actualise this in practice. Apart from revising the curriculum frameworks for values education and life-wide learning, they also seek to build a positive learning environment, which includes giving students more encouragement and reassurance in class,

and creating a harmonious atmosphere through strengthening classroom management. These strategies have effectively enhanced students' positive emotions and their sense of belonging to the school, and in turn, their motivation to learn.

In terms of learning and teaching, the school has sustained their priority work in the previous development cycle, setting "Fostering Positive Learning Attitudes, Engaging Students in Learning" as their major concern, so as to continue to promote active learning. They make use of evaluation findings to inform the current cycle's strategies, and adjust the teaching strategies and amount of homework in accordance with the characteristics of students at different key stages. As a result, students participate actively and positively in learning, and demonstrate good learning habits, indicating that the school has attained good progress in its relevant work for the cycle.

The school proficiently uses evaluation information and data from different sources to identify their students' development needs, gauge work effectiveness, analyse why certain implementation strategies fail to attain the expected results, and make recommendations to inform future planning. Subject panels and committees are able to formulate work plans that fit the school's major concerns, and carry them out accordingly. In addition, they draw on a range of findings to evaluate their work effectiveness, including school-based questionnaires, interviews with teachers and students, as well as students' performance in lessons and learning tasks. Subject panels also make use of students' internal and external assessment data to analyse their academic performance, and adjust their pedagogic strategies to address students' learning difficulties.

Effectively using self-evaluation cycle to continuously develop values education

Before the end of the development cycle, the school reviews its own context and students' needs, and formulates a school development plan consistent with current curriculum development trends. In the process of formulating the major concerns, the school widely consults the views of stakeholders, devises concrete and feasible implementation strategies, and executes self-evaluation in a sound and reliable manner. Subject panels and committees also respond actively to the major concerns by drawing up appropriate work plans.

In the previous development cycle, the school's priority task centred on the refinement of its school-based moral education curriculum. Although students performed well at the levels of cognition and affection as reflected in various evaluation information and data, the school felt the need to expose them more widely to learning experiences that could allow them to practise good behaviour. Therefore, in the current development cycle, the school has introduced positive education to help students identify their character strengths, and organised life-wide learning activities for them to apply positive values and attitudes in their daily life. While subject panels keenly promote a "Campus Culture of Appreciation", the school also launches a variety of positive education activities and schemes, including refining classroom management strategies and co-setting with students target qualities and traits for their class; providing students with a "Personal Qualities and Academic Learning Passbook" and a self-directed learning booklet to record their good behaviour and deeds; strengthening parent education, and setting up a parents committee to assist the school in publicising positive education; as well as regularly organising seminars, reading and parent-child activities. There are also quite a few measures specifically designed to create a campus atmosphere of "Love and Appreciation", such as nominating star students to reward them for their good behaviour and character, and establishing a "Positive Post Office",

where students, parents and teachers can write postcards to express their gratitude, encouragement and appreciation, all of which contributes to creating a "Campus Culture of Appreciation".

2.2 Professional Leadership

- Management's efficient use of resources, strategic support for student learning and growth, and enhancement of teachers' professional capabilities are important factors contributing to a school's holistic development. As in the past, in line with curriculum development and taking into consideration their own contexts, schools deploy a variety of resources to broaden students' learning experiences, and continue to refine their support work for students' learning and growth, fostering their whole-person development. Different forms of professional development activities are organised to enhance teachers' professional capabilities and help improve their work performance. These include internal experience-sharing; seminars and workshops hosted by external speakers; collaborative lesson planning and peer lesson observations to promote professional exchange among staff; engagement of professional support services provided by the EDB or tertiary institutions, and participation in sharing programmes with networked schools both locally and from outside of Hong Kong to enable teachers to gain new insights and broaden their horizons; and also systematic arrangements for teachers to sign up for external special education training programmes to enhance their relevant skills. That said, schools still need to enhance support and training for their middle managers.

- Schools with better management place emphasis on transparency and openness. They are good at communicating and discussing with different stakeholders. Besides consulting all teaching staff in putting together development plans and work strategies, they provide students and parents with timely updates and explanations of school policies. They also direct teams of staff to closely review work effectiveness and adjust their strategies and approaches accordingly. Such efforts enable schools to aptly cater their development plans to students' needs, and implement their policies and measures more smoothly. In some schools, the management is able to formulate well-designed human resources policies to empower and groom future leaders. For example, they arrange for teachers with potential to take charge of work such as administrative management and co-ordinating development projects, so that they can accumulate relevant experience and develop their leadership abilities.

- In a number of schools, middle managers are only partially successful in exercising their leadership roles over subject panels and committees. Some of them are short of experience, and the level of support and monitoring from school management is inadequate. In other cases, schools have not delegated authority or responsibilities suitably. For example, the roles of the Key Learning Areas (KLAs) Co-ordinators are unclearly defined, impeding their ability to lead and manage the development of their KLAs. There is definitely room for improvement in terms of whole-school curriculum planning. In particular, secondary schools need to refine their junior secondary curriculum so that students are able to access a broad and balanced set of knowledge and skills, laying a firm foundation for senior secondary education. In terms of cross-curricular development programmes such as STEM education, values education, and life planning education (LPE), schools especially need to strengthen the collaboration and synergy between co-ordinators and subject panels as well as committees for increased work effectiveness. Notwithstanding, a small number of

subject panel and committee heads are able to fully realise their leadership roles: they demonstrate mastery of the latest education developments and curriculum principles, as well as sound knowledge of their school's development history. They also capably steer the planning, implementation and evaluation of various domains of work such as "Learning and Teaching" and "Student Support and School Ethos", and closely monitor performance for continuous improvement.

- Schools, in general, actively engage in formulating professional development plans to equip teachers for supporting students' learning and growth in accordance with education development trends and their own major concerns. Most schools have in place collaborative lesson planning and peer lesson observations. The more successful schools are those capable of integrating the two, providing opportunities for teachers to engage in professional dialogue on key learning and teaching strategies for development. Through experimentation, evaluation, and adjustments, teachers regularly update learning resources, alongside learning and teaching strategies. However, some teachers fall short of the skills to observe and evaluate lessons, and therefore their post-class feedback and reflections lack depth. Schools need to set clear mechanisms and enhance teachers' relevant skills to facilitate meaningful professional exchanges. In addition, although quite a few schools participate in external professional support schemes, the impact achieved in terms of internalisation of experience and sustainable development is uneven. While engaging external professional assistance, schools need to consider how to assimilate the experience into their day-to-day operations so as to maintain organisational growth and long-term viability.

Exemplars

Refining school-based management, and actively promoting teachers' professional development to enhance overall team capacity
Since the previous ESR, the school management has done considerable work to improve and effectively sustain development. The school has improved its policy discussion process by adopting a bottom-up approach, which allows teachers of different levels of seniority to take part in school development planning. The school has also reviewed its administration framework by clearly delineating the job duties and requirements of teaching staff, and defining the role of subject and committee convenors as co-ordinators and supervisors to boost overall team capacity. To support the running of subject panels and committees, the school strategically builds its succession planning process, which involves re-structuring the curriculum development and academic affairs committees, and appointing two convenors of different levels of experience to share responsibilities, thereby nurturing middle managers' professional growth in the domains of planning and management.
In recent years, the school has grappled with the issue of staff turnover. Since its new teachers and specialist staff are relatively inexperienced, enhancing the team's professional capacity has become an important work priority for the school. Committed to forming a learning community amongst staff, the school has, since the last development cycle, devoted ample resources to developing a school-based integrated e-platform, forming a "learning bank" that incorporates the work experiences of various subject panels and committees. It provides a channel for teachers and specialist staff to share their knowledge, insights and action research outcomes, helps build a culture of professional exchange and

self-learning, and ultimately contributes to increasing the team's expertise. To further drive the development of the learning community, the school has within the current development cycle actively initiated collaborations between staff of different seniority levels, and fostered their individual professional growth. It continuously promotes "Peer Support among Teachers" to encourage staff to work as partners, and to exchange and learn from each other on a regular basis. In addition, a professional development programme led by the principal is implemented, with the aim of providing potential teachers with systematic training and helping build the third echelon of school management.

Effectively using external resources to enhance learning and teaching effectiveness; promptly refining administrative work to relieve teachers' pressure

The school gathers resources from different avenues to sustain development, including support from outside organisations such as the universities and the EDB, to enhance learning and teaching effectiveness. Through its relationship with affiliated schools, it invites Native-speaking English Teachers from other schools to conduct learning activities for its students. It also makes connections with international schools in Hong Kong, arranging for visits to expose its teachers to different modes of teaching. Harnessing community resources, it engages students in a range of art activities to enrich their learning experiences.

Over the years, the principal has been actively promoting school-based curriculum development, and is skilled in applying various resources to enhance students' English language abilities and widen their exposure in the art domain. The two vice-principals, together with the middle managers, maintain a firm grasp of the work of the subject panels and committees that report to them. They are capable of leading teachers to execute various projects in alignment with the school's development focuses, for example, self-directed learning and values education, and using evaluation data to analyse and appraise performance, and make recommendations on how to improve implementation strategies for the next academic year. Apart from continuously improving the measures for catering for students' development needs, the school management also makes good use of the campus, where students are given abundant opportunities to demonstrate their talents. These undertakings not only serve to develop students' self-confidence, but create a favourable and happy learning environment.

School management does not only closely monitor the school's development progress, but also the workload it brings to teachers. To alleviate this problem, the school employs extra staff, refines the existing information management system, and regularly organises relaxation activities to help reduce teachers' work stress.

2.3 Curriculum and Assessment

- Schools mostly plan their curricula according to their school missions, educational trends and their students' needs. Schools' curricula are generally broad, aiming to promote students' whole-person development, and foster their knowledge, skills, values, and attitudes. Apart from classroom learning, schools also organise different kinds of life-wide learning activities, including interest classes, field trips and overseas exchanges, to extend students' learning space, and allow them to learn in real contexts and thereby consolidate their learning. These activities also help students discover their interests and talents, and

broaden their horizons. To promote values education, schools' implementation strategies mainly consist of school-based moral education classes and experiential learning activities. However, these are often not sufficiently linked to subject curricula, indicating a gap in their overall planning and implementation. Schools are commonly able to respond to the latest trends in education, such as self-directed learning and STEM education, and plan their work accordingly, so as to strengthen students' initiative in learning and allow them to integrate and apply their cross-subject knowledge and skills. However, there is still considerable room for improvement in the effective implementation of such programmes.

- Most primary schools offer a balanced curriculum to help their students build a solid foundation for learning. To align with the whole-day primary schooling policy, schools generally allot tutorial sessions and special activity periods in their timetables, but with varying levels of effectiveness. In schools that make good use of tutorial sessions, students are able to complete most of their homework under teachers' guidance, thereby freeing up time to participate in after-school activities. In some schools, however, tutorial sessions lack sufficient supervision, and teachers use the session as an opportunity for teaching or conducting supplementary lessons. Schools that provide well-organised special activity sessions enable students to develop multiple intelligences and foster personal interests through participating in a variety of activities such as academic, physical and aesthetic, and uniform group activities. Some schools, however, are unable to fulfil the original purpose of such special sessions. In arranging for students to participate in study or growth support groups, they neglect the need for balance in students' participation of such activities. Individual schools timely review their timetables, making adjustments such as lengthening students' breaktime, or organising more life-wide learning activities in the afternoon, in order to fully utilise the advantages offered by whole-day schooling.

- In general, there is room for improvement in the junior secondary curriculum of the secondary schools. Many schools focus on early teaching of content from the senior secondary curriculum, and this commonly occurs in subjects such as Chinese Language, Liberal Studies, Economics, and Business, Accounting and Financial Studies. Using Liberal Studies as an example, schools teach the subject modules and examination techniques at the junior secondary level, and a negative washback effect is apparent in such cases, which is a cause for concern. Schools mistakenly believe that teaching content in advance is a good way for bridging junior and secondary curricula, but this is an inappropriate approach, as it neglects the mental and cognitive development of students, as well as their learning interests and abilities. Teaching senior secondary content at junior secondary level also overcrowds the learning time at the junior secondary level, and therefore certain relevant core elements or essential learning content are not covered adequately, such as Strands 5 and 6 in Personal, Social and Humanities Education KLA: "Resources and Economic Activities", and "Social Systems and Citizenship"; and the knowledge contexts of "Operations and Manufacturing", "Systems and Control", and "Technology and Living" in Technology Education KLA. This issue negatively impacts students' ability to build a solid knowledge foundation, and schools need to respond proactively and make corresponding improvements. In addition, although most secondary schools provide a fairly wide range of elective subjects for senior secondary students, many stakeholders hold prejudices against Applied Learning, and as a result, only a small number of schools have arranged for their students to opt for its courses. To reinforce the diverse nature of the senior secondary curriculum, and to help prepare students of varying aptitudes for further study and career development, schools should continue to promote Applied Learning.

- The curricula of special schools are designed pragmatically, true to their unique school-based characteristics, according to their students' learning needs, and following the "one curriculum framework for all" principle. For example, schools focus on developing students' life skills to help them apply what they have learnt in daily life; schools also reinforce the perceptual motor training of lower primary students in order to enhance their physical co-ordination. However, in some schools, the Other Learning Experiences component of the senior secondary curriculum could be further improved to ensure that the curriculum is balanced, as students are not offered enough opportunities related to physical and aesthetic development.

- Schools place great importance on developing students' reading habits and interests, and the strategies for promoting reading have been largely similar to the past years, including introducing reading periods and reward schemes for reading, or setting up book fairs and book crossing corners in school. Schools mostly use the "Promotion of Reading Grant" to procure different kinds of reading materials, including printed books, e-books, and access to online reading platforms. In schools that are more successful in promoting reading, different kinds of school-based reading activities are organised, such as writers' lectures and storytelling sessions, which extensively stimulate students' interest in reading. Students are generally able to establish a habit of reading, and make good use of their breaktimes and lunchtimes to read. Currently, post-reading activities organised by schools mostly take the form of written reports or verbal sharing. A greater variety of activities, such as practical tasks and drama performances, could be designed to suit the reading materials and learning objectives, and help enrich students' reading experiences. Many schools are still in their preparatory or trial stages for the promotion of Reading across the Curriculum (RaC). The committees of a small number of schools execute a co-ordinating role, where teacher-librarians and subject panels decide on a reading theme together and compile a list of recommended reading materials. Contextual, true-to-life post-reading activities are also designed so that students can integrate their knowledge of different KLAs/subjects. Schools should capitalise on their experience of promoting reading to further advocate RaC. Building on the efforts made in fostering an environment and atmosphere conducive to reading, and stimulating students' interest and motivation, schools should also promote purposeful, meaningful reading that allows students to organically connect learning experiences across KLAs/subjects, and help enhance their reading abilities and personal qualities through developing their deep reading.

- Schools mostly develop students' information literacy through subject teaching. For example, they incorporate topics about intellectual property and online behaviour in their school-based Computer Studies classes or the Computer Literacy subject at the junior secondary level, so that students could understand the importance of using information ethically and respecting intellectual property. Furthermore, schools introduce learning activities such as project learning to help students learn how to use information technology appropriately, and to develop their critical thinking abilities. In face of the multifarious nature of information available on the Internet, schools should strengthen their planning, for example, by referring to the EDB's Information Literacy for Hong Kong Students, in order to set clear learning targets appropriate to students' needs at different key stages, and systematically develop their information literacy, to help them become informed, responsible citizens in the future.

- Since the fine-tuning of the Medium of Instruction (MOI) policy for secondary schools in 2010/11, schools have generally adopted sundry support measures according to the abilities

and needs of their students. For example, co-curricular activities such as summer bridging courses for new S1 students and English Days are organised to help students adapt to learning certain subjects in English, and to purposefully create a language environment that offers more opportunities for using English. Yet the effectiveness of such approaches has been limited, as some schools focus too much on helping students acquire subject-specific vocabulary and not enough on developing their ability to express subject concepts using English sentences. In some schools, a handful of non-language subject teachers do not comply with the school-based language policy, and use mixed code in their classroom teaching, or even mainly adopt Cantonese as the medium of instruction, which impacts adversely on students' learning and their opportunities for using English. Schools should strengthen their monitoring of the implementation of their school-based language policy, and review it in time to adjust their support strategies. In a small number of schools, committees perform their roles of co-ordination and facilitation successfully, fostering the collaboration between English teachers and other non-language subject teachers in developing school-based learning materials, which is conducive to catering for their students' needs of learning in English and building their confidence in using the language.

- Schools have drawn up clear homework and assessment policies, and many primary schools inform parents of such policies and arrangements at the start of the school year, and upload them onto their school websites accordingly. They also regularly collect opinions from stakeholders and make timely adjustments and refinements to their policies according to student needs.   Apart from summative assessment, schools make use of formative assessment of different modes, such as assignments, lesson observations, and students' self-assessments and peer assessments. Some teachers are also able to offer timely and specific feedback to help students improve their learning performance. The tasks that students engage in are mostly capable of consolidating and extending their learning, but the design of some tasks needs improving. For example, in some cases, the content of the selected materials is biased and unable to offer different perspectives or objective facts, or the linkage between the materials and the questions is tenuous, therefore making it difficult to gauge students' ability to use the information as evidence for their arguments. A small number of schools are committed to promoting "Assessment as Learning", guiding students to establish learning goals and offering them opportunities to self-reflect and evaluate, and develop self-directed learning capabilities.   However, since many students lack self-discipline, teachers should step in and offer more guidance in order to help them reflect and thereby adjust their learning strategies and goals, in the bid to continually improve the efficacy of their learning.

- Schools have varying levels of success in the usage of assessment data to facilitate learning and teaching.   The more successful schools are able to identify students' learning difficulties, and make fitting changes to their learning and teaching strategies or enhance their curriculum planning, thereby improving learning effectiveness. In particular, a special school uses the "Learning Progression Framework" adeptly in the senior secondary core subjects. This allows the school to accurately grasp the performance of students of different abilities, and subsequently help them adjust their learning targets and plans to facilitate their learning. As for schools with weaker performance, they often focus too much on data like passing rates and average scores, or factors such as students' learning motivation and attitude, without analysing their performance in a detailed, in-depth manner or identifying their learning difficulties. Their follow-up measures tend towards encouraging students to study harder and do more exercises, and training students' question-answering techniques, rather than utilising key findings to inform curriculum planning, or learning and teaching

strategies. Schools should continue to enhance teachers' assessment literacy, so that the Learning, Teaching and Assessment cycle could be better implemented, and to fully capitalise on the potential of assessment to bring forth better learning efficacy.

- The majority of schools have set up committees led by vice principals or curriculum leaders, who are mainly responsible for co-ordinating the school's curriculum development work. In general, the committees are able to take into account education trends when planning, adapting and reviewing the curriculum, but there is still room for improvement in their overall effectiveness in curriculum leadership. In many schools, curriculum leaders are unable to guide different subject panels into fully discussing and agreeing on a common set of key work targets, which results in a lack of cross-subject collaboration. In other cases, curriculum leaders have not fully grasped the rationale behind curriculum planning, which negatively impinges on students' development of basic knowledge and skills. Likewise, the absence of close analysis on students' learning performance makes it impossible for any insights to feedback into curriculum planning.

Exemplars

Effectively promoting RaC, adding depth to students' reading
The school has always placed great emphasis on reading. Under the management's strong support, a good range of reading activities such as large-scale book exhibitions, students' book recommendations, and reading reward schemes is organised on a regular basis. Further, subject panels collaborate closely with each other to plan RaC activities to broaden students' scope of reading and create a vibrant reading atmosphere on campus. The library also works in firm partnership with KLAs such as Chinese Language Education, Arts Education and Technology Education to hold an S2 cross-curricular reading event based on the theme of Water Margin. Students are provided with a selection of reading materials on the Song dynasty. They are then offered the opportunity to demonstrate their responses and observations through a wide variety of assignments, including producing shadow plays and short videos, and reinventing food from the Song dynasty cooked in modern style. Not only are the tasks highly engaging and instrumental in arousing students' reading interest, they also enable students to integrate and apply knowledge and skills across different subjects, and enhance the depth of their reading.

Subject panels collaborating closely together, providing appropriate support for students to learn in English
To carry out its language policy of using English as the MOI, the school employs an extensive range of measures to enhance its students' ability to learn in English. In regard to creating an English-rich learning environment, students' exposure to and use of English are increased through various avenues, notably morning assemblies and activities conducted in English, as well as displays of posters and student work on the school premises. To increase the collaboration between subjects, the school has set up a committee on Language across the Curriculum (LaC). Under the leadership of experienced and committed English teachers, the English panel and other non-language subject teachers work closely to implement a number of appropriate measures, including co-developing a

school-based LaC learning resource package and teaching materials, and organising cross-curricular language learning activities on English Day and STEM Day to provide increased opportunities for students to use English. In addition, to build up teachers' ability of using English to teach, the school arranges for peer lesson observations to take place across subjects, which helps enhance professional exchange between teachers of English and other non-language subjects, and facilitate focused discussions on classroom learning and teaching strategies and the use of English to teach content subjects. The school also encourages relevant panel heads to take part in external professional development programmes, review what they have learnt, and work out suitable pedagogy to cater for students' English language learning needs. Such measures have been effective, as seen in the level of confidence and proficiency displayed by students when using English to express their ideas and communicate with peers in class.

Effectively using community resources in the design of learning activities, suitably connecting learning with students' real-life experiences

The school uses "Interest – Participation – Meaning" as its education philosophy. It puts emphasis on using community resources to facilitate development of learning tasks and activities in order to consolidate students' learning and enrich their learning experiences. For example, students are asked to write on the topic of independent shops in Sai Kung for Chinese Language; in Mathematics, they apply their mathematical knowledge to measure the heights of iconic buildings in the neighbourhood; and in Chemistry, they engage in shell etching. All these practices make use of subject matter students are familiar with as learning materials, thereby arousing their interest, enhancing their participation in the learning process, and enabling them to apply what they have learnt in real-life contexts.

A diversified range of assessment modes to ably cater for students' learning needs

All subject panels follow the principle of using diversified modes of assessment, such as project learning, creative photography and model-making to help assess students' abilities in different areas. To promote "Assessment as Learning", self-assessment and peer assessment are incorporated into most learning tasks so that students are given opportunities to understand and reflect on their own performance from different angles, and develop their self-evaluation capabilities.

To create more learning space for students, the school has reduced the number of tests and examinations. As a result, students have scope to set their own learning targets according to their interests, and under the teacher's guidance, implement their own learning plans. The school also takes into account students' abilities. For example, recognising that P1 students need time to get adjusted to primary school life, the school fine-tunes the assessment arrangements for the first term, using formative assessment instead of giving summative assessment grades. Through the use of learning tasks and activities, and daily observations, students' learning performance and progress are reviewed, and appropriate feedback is provided to facilitate their learning. Individual subjects also take into consideration P1 students' writing abilities. In the beginning of the term, question types are modified so that students are only required to answer by using letters instead of words.

Aptly using assessment data to enhance learning and teaching effectiveness
The school critically analyses and compares students' internal and external assessment data, and conducts tracking of students' performance at different key stages to understand their abilities, and identify their strengths and weaknesses. Thus, teachers have access to a comprehensive picture of student performance, which is conducive to curriculum planning and development of learning and teaching strategies. Teachers make good use of meetings and collaborative lesson planning sessions to deliberate on students' performance, including their progress and learning difficulties, and propose specific, constructive suggestions for improvement. For example, in view of students' lack of a solid language foundation, teachers make adjustments to the curriculum in terms of its vertical continuity by introducing phrasal verbs at a later stage in order to cater for their language development needs.
Teachers conduct appropriate formative assessment activities in the classroom. Using group tasks, they gain insights into students' learning progress. During the process, they circulate and observe how students are collaborating in their groups, and offer guidance to address any difficulties they encounter in a timely manner. Individual teachers even provide groups that need support with tips to help them develop ideas and to inspire their thinking, which helps them achieve the intended learning targets and enhances learning and teaching effectiveness.

2.4 Classroom Learning and Teaching

- Students are generally attentive in class. They respond to their teachers' questions and engage in tasks and activities, displaying a positive learning attitude. Most teachers start their lesson by sharing the learning objectives or reviewing what has been learnt previously, and are able to establish a connection between these and the learning content and activities. To echo the key emphases of curriculum development and promote self-directed learning, teachers often engage students in pre-lesson preparation, such as information search and online exercises, and use them as a starting point for their lesson. Students are generally able to complete their pre-lesson preparation, and progressively grasp the learning content through in-class activities. However, students who are able to independently take notes on key learning points, raise questions or advance their own opinions are in the minority. There is therefore the need for teachers to set higher expectations and offer greater guidance to enhance students' initiative in learning. Prior to the end of the lesson, in order to refresh students about the major points covered, many teachers undertake to summarise the learning content, or ask students questions to consolidate what they have learnt. However, in a few cases, there is room for improvement in the way the lesson is structured. For example, the teacher finishes the lesson rather abruptly, or there is insufficient time for closure, or the teaching content is inadequate, which reduces learning effectiveness.

- Lessons are conducted largely through lecturing and questioning, and supported by group activities, practical tasks and student presentations, which effectively strengthen students' participation. In general, teachers are able to deliver lessons clearly and fluently, arouse students' learning interest with the use of audio-visual materials and presentations, and use realia and daily-life examples to help students understand the learning content. They also guide students to apply or connect relevant knowledge and skills, for instance, by

prompting students to examine historical events they have learnt from multiple perspectives when exploring the topic of change and continuity in history. In terms of questioning and feedback, some teachers are capable of provoking students' thinking and deepening their understanding of the topic, or using prompting and probing to elicit further elaborations of their answers. Nonetheless, there are some teachers who are too keen to answer their own questions; they fail to give students sufficient time to think and formulate their own response, thus depriving them of the chance of active involvement. Feedback from teachers often comes in the form of encouragement and compliments to boost students' confidence in learning. However, concrete feedback aimed at helping students realise their errors and make improvements seems wanting. Very few teachers, during the inquiry learning process in particular, can help students clarify concepts they have learnt or engage them in in-depth discussions. Such a lack hinders students' application of concepts and development of higher-order thinking skills.

- Likewise, the effectiveness of group activities varies. In the more effective ones, teachers provide plenty of pre-task scaffolding and students are assigned clear roles so that they can participate and interact actively with their peers. Through conducting presentations and peer assessment, students are able to reflect on their work and learn from each other. The less effective group activities are mostly too simple in design, or they can be completed individually with little room for discussion. Some teachers do not provide clear instructions, and students are thus unable to grasp the focus of the discussion and achieve the desired interactive outcomes.

- In classrooms where e-learning is tapped to enhance learning and teaching effectiveness, teachers make use of electronic applications to help students understand abstract concepts. Using relevant software, they undertake to assess their students to get an immediate understanding of their learning progress, follow up on any learning difficulties, and rectify their misconceptions. Further, to enrich classroom discussions, teachers ask their students to do pre-lesson preparation. They then upload the outcomes of the discussion to learning platforms to facilitate students' reflection on their learning experiences.

- Regarding catering for learner diversity, questioning and observation are the most common means which teachers adopt to understand students' learning progress, alongside group activities to allow students of different abilities to participate in lessons. A small number of teachers are able to design learning tasks tailored to students' varied abilities, deliberately providing scaffolding in the learning and teaching process or breaking down their teaching into small steps, which enable the less able students to progressively master the key learning points. The majority of special school teachers can provide support in various modes to cater to their students' diverse needs. For example, they use teaching aids with flashing lights to help students with visual impairment experience different visual stimuli, and adopt visual strategies to help calm autistic students. Nonetheless, there are still a small number of classrooms that depend predominantly on teachers' direct instruction, with limited opportunities for students to demonstrate what they have learnt. Teachers thus lack a firm grasp of their learning progress, and are unable to adequately cater for learner diversity. Overall, teachers need to use various learning, teaching and assessment strategies in order to understand students' learning progress in class, flexibly adjust their teaching strategies and pace, and better cater for learner diversity.

Exemplars

Highly organised lessons that effectively promote students' grasp of subject knowledge and skills

Lessons are extremely well-structured with clear learning objectives. They tie in closely with the subject-specific development focuses, and foster students' problem solving and inquiry skills. For example, the "four-step approach to problem solving" – "understand the problem, devise a plan, execute the plan, and reflect" – is used to solve mathematical questions. Likewise, the inquiry model of "predict, observe, and explain" is put to good use in scientific experiments.

Teachers are articulate in their explanations and possess proficient content knowledge, making good use of subject-specific language to explain mathematical concepts, scientific principles, and coding techniques. They use a range of questions to stimulate students' thinking, for example, by asking students to explain why a certain problem under discussion does not involve the concept of the circumference, or suggest improvements on products designed by their peers. Students take an active part in answering the questions, using subject-specific terms such as speed, magnetic force and algorithm, which show their sound grasp of subject knowledge.

Following teachers' explanations and demonstrations, students engage in hands-on activities, such as designing a computer game using coding, performing simple scientific experiments, organising data obtained from tests, and applying error control on test data. This enables students to consolidate subject knowledge and skills, enhance their creativity, and develop their collaboration and problem solving skills. Teachers circulate groups to observe, listen in, and provide individual support as needed. They also re-adjust their teaching strategies in accordance with students' learning progress, or invite, where appropriate, the more able students to propose different ways of solving problems.

In the post-activity phase, students report and share their learning outcomes. They are skilled in presenting, and capable of expressing themselves clearly. Teachers are able to offer timely, constructive and concrete feedback to help students improve. Some also suitably engage students in peer evaluation. Students can give their peers specific feedback and demonstrate their critical thinking skills.

Effectively using a diverse range of learning and teaching strategies to cater for learner diversity

In teaching reading, teachers make proficient use of pedagogical resources such as videos on historical monuments to deepen students' understanding of the text, so that they can discern the writer's psychological change and examine closely the text's main ideas. Another example is that they use videos on the origin of Chinese radicals and the evolution of Chinese characters to strengthen lower primary students' understanding of the characters' structural patterns, strokes and stroke order. In assisting students to comprehend the text, teachers also make use of its context and suitably integrate elements of values education into the reading process, thereby helping students develop positive values and attitudes.

Group activities are often used to encourage student interaction and cater for learner diversity. They are marked by a strong emphasis on collaborative learning and discussions,

where, for example, students are asked to integrate and apply the information group members have collected to analyse characters' personalities, comment and reach a consensus on the issues that the text seeks to explore. To support the less able students, mixed ability groups are specially set up, and guided worksheets are provided to help them focus on the discussion topic. During group discussions, students maintain a high level of interaction and collaboration, enthusiastically exchanging views and ideas, and learning from each other. They also respond very well to their peers' opinions, and are capable of expressing their own viewpoints systematically with concrete details and examples. The more able students even assume the leadership role of steering the discussion and facilitating interaction, effectively helping their less able counterparts along.

2.5   Support for Student Development

- Schools are largely able to make use of their own self-evaluation data, teachers' observations, and parents' views to gain clear insight into students' development needs. Through the collaboration and support of professionals and different working groups, i.e. the Student Support Team, Guidance and Discipline Team and Activity Team, schools undertake a range of measures and initiatives to support students' development. To reinforce their key development focuses, some schools call on teachers to organise regular meetings and implement appropriate strategies and actions to nurture students' growth.

- Student development in schools focuses on engaging students in life-wide learning, strengthening guidance and discipline work, and promoting LPE. Schools place a high premium on values education, designating it as one of their major concerns. School-based moral education features prominently in the curriculum, alongside a diverse range of life-wide learning activities to cultivate in students the seven priority values and attitudes, with particular emphasis on life education and national identity. To this end, schools deploy a variety of means to enhance support, including enlisting the help of alumni, tapping community resources, and collaborating with external organisations. On the whole, schools take the work of student development seriously, and have made certain achievement in fostering students' growth and their sense of belonging to the school.

- Many schools offer diversified life-wide learning activities for students to enrich their learning experiences and broaden their horizons through learning in authentic contexts. These include engaging students in co-curricular activities and performances to help increase their confidence; providing opportunities for students with potential to participate in inter-school competitions; and arranging for students to take part in visits and exchange programmes inside and outside of Hong Kong to experience and develop respect for different cultures. Schools also dedicate a lot of effort in promoting service learning. A great variety of platforms are made available to nurture students' spirit of serving and caring for others, and heighten their sense of responsibility. Schools with better planning assign their students different service roles in accordance with their abilities, and provide training beforehand to help students equip themselves. They also make good use of community resources to allow students to continually participate in service learning. Capitalising on the EDB's "Life-wide Learning Grant" made accessible to them starting in the 2019/20 school year, schools can take a step forward to liaise more actively with various KLA/subjects and functional committees to organise more out-of-classroom experiential learning activities, with the aim of benefitting as many students as possible, and to foster

whole-person development by enabling them to integrate theory and practice through learning from experience.

- Quite a number of schools are keen to foster a caring culture and team spirit amongst students through classroom management, boosting their sense of belonging to their class and school. Some schools adopt the dual class-teacher system to cater better to their varied needs. Schools with effective classroom management have in common clear objectives and specific guidelines for teachers. Regular level meetings are held among teachers so that they are fully informed of students' behaviour and learning progress, which enables them to promptly identify issues and help class teachers develop appropriate preventative and support measures. Further, individual schools skilfully utilise classroom management to empower students' self-management abilities. Under their guidance, students set performance goals for various aspects, including self-discipline, tidiness, and learning. They are also able to regularly review their progress and constantly seek ways to improve, thereby developing their self-directed learning abilities.

- Schools place great emphasis on LPE. Taking into account students' developmental and learning needs at different key stages, and through classroom learning as well as a diverse range of activities, students are assisted to get to know themselves, set personal goals, recognise multiple pathways and make informed decisions about further studies or employment. Quite a number of secondary schools invite the alumni to share their work experience or act as students' mentors, provide study and job-related advice, and help students with goal-setting. Schools with a higher intake of non-Chinese speaking (NCS) students also invite their NCS alumni to conduct further study sharing sessions, so as to assist senior secondary students with future planning. There is also considerable collaboration between schools and tertiary institutions and/or non-governmental organisations in the form of seminars, workshops as well as visits to local and cross-border universities to keep students abreast of the latest information on further studies and career opportunities. Some schools even offer work experience opportunities to enhance students' understanding of workplace environment and job duties. However, only a few schools purposefully reinforce the collaboration between the LPE Committee and other subject panels and committees. Improvement in this area is necessary so as to provide students with relevant support.

- Special schools lay equal emphasis on supporting student development. Their teachers and specialist staff set goals for students' academic performance, growth and employment in accordance with their individual needs. Various measures, including in-class support, one-on-one and group therapy, as well as individual education plans, are employed to enhance students' communication, social and learning competence. Individual special schools organise a diverse range of activities, such as bicycle team, drum team and scouting, to encourage students to extend themselves beyond their natural limitations, challenge themselves, and develop their self-discipline, self-confidence and spirit of serving others.

- Schools have put considerable effort in supporting students, implementing an array of plans and activities to help them foster positive values and achieve whole-person development. Nonetheless, improvement is needed in the area of evaluation. Currently, review efforts focus on the execution of activities, for example, number of participants and teachers' perceptions about their work, or the effectiveness of individual tasks, while there lacks a holistic evaluation of the overall effectiveness in relation to its objectives, thereby affecting the appropriateness of their attempts to improve or strengthen their work.

Exemplars

Meticulously nurturing student leaders, providing them with opportunities to demonstrate their leadership skills

The school places a strong focus on leadership training. Apart from regularly organising leadership training programmes comprising seminars, day camps and workshops to develop students' leadership and activity planning skills, they also provide students with opportunities to demonstrate their leadership through applying what they have learnt. For example, student leaders are put in charge of activities such as lunch-time ball games. Moreover, through meetings with the principal, student representatives make suggestions for school improvement. Under management's guidance, they deliberate on possible campus issues and propose solutions, a process which helps sharpen their problem-solving skills. The school also attaches much importance to student-leadership succession planning. Through "shadowing", junior secondary students with potential observe how their senior counterparts handle issues and organise activities, so as to learn the skills and qualities essential for being a leader. The school also makes use of student leadership development as a platform to strengthen communication and interactions between secondary and primary students. For example, through its "Through-train Student Leadership Training Programme", students with leadership potential from different key stages undergo sustained training. The school also puts in place a learning support network, where secondary student leaders develop their sense of responsibility and care for others by helping their primary school counterparts with homework.

Putting in place a comprehensive life education plan to enhance students' understanding of multiple pathways

The school's planning for LPE is comprehensive. Drawing on the opportunities for experiential learning in the work context, students gain an increased understanding of multiple pathways and a fresh view about vocational education. Through joint meetings, the LPE Committee intensifies its links and collaboration with other subjects. This results in the integration of LPE into the subject curriculum and learning activities, which helps students build relevant knowledge, skills, and positive values. Students also gain insight into the relationship between study, work and their own self. For example, in a language class writing activity which has incorporated elements of LPE, students reflect on their own learning performances and strengthen their self-evaluation abilities. Also, during class teacher periods, students examine the pros and cons of e-sports as a profession, enhancing their understanding and assessment of the relationship between career and one's personal aspirations.

Effectively utilising work experiences to help students transition to the workplace

The school places strong emphasis on LPE. It strives to provide greater opportunities for authentic experience both inside and outside of school to prepare students for work and integration into society. In response to students' needs, training on independent living skills is offered. For example, through cross-curricular activities such as running a tuck shop, selling lunch boxes and cleaning the campus, students with moderate intellectual disability are able to comprehend the basic job requirements and gradually acquire the relevant work

skills. Further, these experiences enable them to overcome their limitations, develop good service attitudes, and increase their self-confidence and sense of achievement. The school has also set up a "School Leavers Concern Group", which seeks to cater to graduates' needs by devising transition plans for them and their parents, and providing community resources, referral service, and emotional and psychological support to facilitate their smooth entry into a new phase of life.

2.6 Implementation of Schools' Major Concerns

2.6.1 Values Education

- Schools place high importance on values education, commonly highlighting it as a major concern in their development plan and promoting it through classroom teaching and life-wide learning activities. Generally speaking, the seven priority values and attitudes are covered, and schools are able to strengthen the work in individual domains, such as Basic Law education and life education, according to the ongoing renewal of the curriculum and student needs. Yet there is still room for improvement in schools' overall planning and implementation of values education.

- Schools mostly promote values education through student personal growth support committees and groups. Through relevant learning elements in certain subjects, the school-based moral education curriculum, as well as sharing sessions on moral issues in morning and weekly assemblies, schools aim to cultivate positive values and attitudes in their students. These efforts are also coupled with a wide variety of learning activities, such as individual- and class-based award schemes, volunteering services and adventure training, offering students opportunities for practical experience. Some schools make good use of external resources, participating in EDB-organised "learning circles" or support programmes hosted by tertiary institutions, thereby enhancing the development of their school-based values education curriculum and the ongoing renewal of their learning and teaching resources. However, quite a few committees have yet to fully perform their roles in co-ordination, failing to make cohesive links between various school subjects, moral education curriculum and students' learning experiences. They have been unable to make concerted efforts to promote values education, or ensure that different values and attitudes are fully covered in the curriculum, thus causing imbalance in students' learning. In addition, some teachers have not fully grasped the appropriate techniques in teaching values, often delivering the moral education curriculum in a one-sided manner, or not offering students sufficient opportunities for reflection after activities. In such cases, the efficacy of the values education programme has therefore been compromised. In the minority of schools where values education has been promoted successfully, development focuses and learning targets are set in an organised manner for each year level; links between the values education curriculum and other school subjects are fully explored; and post-activity discussions and reflections are encouraged. Thus, cognition, affection and action are effectively integrated and developed, helping to nurture students' sense of empathy and positive life attitudes.

- Schools mainly seek to foster students' sense of national identity through their school-based moral education curriculum, General Studies, or Personal, Social and Humanities Education KLA subjects, reinforcing students' learning in Chinese history and culture, as well as Basic Law education. A good number of schools organise regular extra-curricular

learning activities, such as flag-raising ceremonies, thematic talks, and national knowledge quiz competitions, in order to help students better understand China and develop a greater concern for their country. Through participating in Mainland exchange programmes organised by the EDB, students gain first-hand experience and therefore a deeper knowledge of Chinese history and culture. Some schools even integrate volunteering service and life planning elements into such activities, for example, arranging for students to join tree-planting activities in Inner Mongolia, so as to raise their awareness of the problem of desertification and to understand the importance of environmental protection efforts in China. Tours of key cities in the Greater Bay Area and the "One Belt, One Road" have also allowed student participants to garner greater insight into the latest developments in China, and also broaden their choices for further studies and career development in the future. In terms of Basic Law education, schools have mostly relied on textbooks and online resources, and a small number have chosen to adopt the EDB's learning and teaching resources for Understanding the Law, Access to Justice – Basic Law Learning Package (Junior Secondary) and Constitution and the Basic Law. At each key learning stage at primary level, schools set out the core learning elements, which largely cover "One Country Two Systems"; the origins and the importance of the Basic Law; the relationship between the central government and the Hong Kong Special Administrative Region; and the importance of obeying laws and rules, etc. However, most schools lack sufficient overall planning in promoting Basic Law education, as they tend to deliver the content in a disjointed manner, unable to organically integrate the Basic Law knowledge into the teaching of other relevant subjects, which would have demonstrated to students how the Basic Law relates to their daily lives on every level. At junior secondary level, learning elements relevant to the Basic Law education are often omitted as a result of the "crowding out" effect of students' hectic timetables. Schools should review their current practices of implementing the Basic Law education, and adopt a holistic curriculum planning.

- Schools have become more engaged in promoting life education than before. In response to students suffering from examination stress and anxieties relating to further studies, career development and personal development, quite a number of schools have reinforced their teaching on resilience and respect for life in their school-based personal growth lessons. Furthermore, schools have added other topics such as self-knowledge and braving adversity, so as to encourage students to better understand and appreciate life. Some schools enrich the life education elements in their school-based Religious Studies curriculum, guiding students to embrace positive, optimistic attitudes in face of life's challenges. In certain schools with more effective planning, the curriculum is planned vertically to cater for students' development needs at different stages, and various kinds of activities are offered to help students improve their psychological health, such as using mindfulness exercises and games to enhance their concentration and emotional management skills. To help students better adapt to the constant changes in society, schools need to use life events to appropriately guide students into connecting their daily experiences and reflect on the meaning and value of life through various perspectives, in order to apply what they have learnt into developing positive and constructive attitudes towards life.

- In the area of evaluation, schools mostly use the data collected through different means, such as EDB's Assessment Program for Affective and Social Outcomes, school-based questionnaires, teacher observation and student self-reflection, in an appropriate way in order to continuously review the progress and effectiveness of values education at the school. Better-performing schools are able to introduce multiple modes of assessment, such as asking parents to evaluate their children's self-discipline and behaviour at home,

so that the school could understand more comprehensively the effectiveness of its values education programme in the relevant areas. Other schools have also made adjustments and improvements after reviewing their award systems in order to align more closely with students' individual education plans and targets. Yet, some schools focus solely on the rate of completion or the effectiveness of certain strategies, neglecting to evaluate the overall effectiveness of their values education programme by reviewing and synthesising all the data available.

- Values education is a crucial part of the school curriculum, and also a focal point in the ongoing renewal of the curriculum. Schools should develop a systematic curriculum framework whereby the seven priority values and attitudes could be linked intricately with different subjects, life-wide learning, other learning experiences, and cross-curricular activities, so as to ensure that values education can be promoted in a comprehensive, well-balanced way. Schools need to strengthen their overall planning, facilitate collaboration among subject panels and committees, and timely monitor the implementation of the strategies and schemes, in order to offer adequate support to teachers and create a learning atmosphere conducive to fostering students' moral and civic qualities. Such measures could facilitate school-wide participation in the promotion of values education.

Exemplars

Systematically developing the school-based life education curriculum, nurturing students' positive values and attitudes
The school's life education curriculum is developed with great care and in close connection with the five core values of Catholicism, aiming to systematically cultivate positive values and attitudes in their students. The curriculum has clear learning targets, with "appreciating life", "caring for life", "cherishing life", and "living life" at its core. The curriculum is planned in a progressive manner for students at different levels. For year levels where life education is yet to be introduced, the school enhances its curriculum according to students' development needs, introducing mindfulness activities to improve students' concentration and emotional management skills, in the hopes of developing their psychological strength. Students learn through experiences and incidents in their lives, and they are able to reflect and express gratitude. Apart from encouraging its teachers to participate in curriculum planning and teaching resources development, the school also arranges for the committee concerned to provide in-class assistance. Through co-teaching, trial content is tested and developed, and the curriculum philosophy is realised. Teachers also frequently encourage students to express themselves and participate in classes, promoting a culture of sharing and exchange, which helps foster students' positive values and attitudes.

Proactively encouraging students to understand more about China and Chinese culture; effectively fostering national identity among students
The school proactively encourages students to learn and understand more about Chinese history and culture, helping to develop their sense of national identity. Chinese cultural learning elements are reinforced in the school's curriculum, and a wide range of varied and interesting activities is introduced to enrich students' learning experiences, including

making traditional handicrafts, visiting the Ngong Shuen Chau Naval Base, etc. In order to foster students' sense of national belonging, the school organises Mainland exchange programmes under different themes every year, as well as tours to countries along "One Belt, One Road", allowing students to learn more about not only their country, but also the world, thereby developing their international perspectives.

The school has established a special committee for coordinating the promotion of Basic Law education, which makes good use of evaluation tools to co-ordinate the content taught in different subjects. For example, in Chinese History, when exploring ancient political systems, students are encouraged to discuss the rights Hong Kong people are entitled to under the Basic Law; in Liberal Studies, the topics of "One Country Two Systems" and the Basic Law are connected with discussions on the protections and safeguards Hong Kong people enjoy. The Basic Law is taught and integrated organically with subject teaching, which can help better cultivate students' sense of national identity.

Skillfully linking subject-based reading and practical activities; strengthening values education

Teachers provide students with suitable learning contexts and opportunities, which allow them to reflect on different social issues and develop an enduring set of values and attitudes. In Geography class, teachers design a "Reading and Action" learning task, whereby students read a series of texts on climate change, energy resources and the food shortage crisis, and then select one of these topics for devising an environmental protection action plan. In the process, students observe and record all the actions they have carried out, compare their predictions and the actual results achieved before drawing conclusions and engaging in reflection. Such pedagogical design helps reinforce students' understanding of environmental education, and also develops positive, responsible attitudes towards the environment.

2.6.2 Self-directed Learning

- In recent years, schools have quite frequently identified the fostering of self-directed learning as one of their major concerns or focuses of development, and have been able to devise action plans germane to their students' needs. Many schools tend to inculcate self-learning habits in students in the earlier development cycles, which are then sustained or further developed in subsequent cycles. For example, after being given further guidance on using learning strategies and thinking tools, students are prompted to set learning goals and take ownership of their own learning. However, few schools are capable of developing students' abilities to plan their own learning, and to utilise self- and peer assessment for reflection and improvement. Holistic planning is also found wanting in a few schools, or there is a lack of common understanding among subject panels regarding the meaning of self-directed learning. Consequently, subject panels initiate their own implementation strategies without alignment or collaboration, which largely compromises work progress and effectiveness.

- Schools employ different means to promote self-directed learning, including pre-lesson preparation, note-taking, teaching of learning strategies, e-learning, promotion of reading, and personal goal-setting. Similar to last year, pre-lesson preparation remains a popular,

key strategy amongst schools to help students cultivate the habit of self-learning. Overall, students manage to complete their pre-lesson preparation tasks as instructed, and teachers are able to use the outcomes of their work as a springboard for teaching the lesson. In the area of note-taking, students tend to rely on instructions or prompts from teachers before they jot down the main learning points; their initiative in this regard needs to be strengthened. In some schools, there is a conscious attempt to develop in students higher-order thinking skills, notably synthesis, analysis and comparison, through using and building into task design thinking tools such as lists, mind maps, and pros and cons analysis. Students broadly prove able to use these thinking tools to organise lesson content. A small number of schools encourage students to establish their own learning goals and be responsible for their own learning. Further, students are allowed to select their own way of study and mode of presentation for project learning, which increases their ownership of learning. They are also encouraged to devise their own learning progress plan as part of the process to become independent learners. Individual schools design detailed rubrics with specific level descriptors, which teachers refer to when guiding students to reflect on their learning and adjust their learning goals. Teachers also frame their feedback according to the assessment targets, in order to aid students in improving their learning. Such experiences have proved rather effective.

- Compared to last year, there are more schools this year using e-learning to promote self-directed learning. Teachers mostly make use of e-learning platforms to upload learning resources, or arrange learning tasks for students to engage them in pre-lesson preparation or post-lesson consolidation, so as to enhance their learning motivation and self-learning capabilities, and increase learning time and space by, for example, asking them to watch short informative videos, and read articles related to the learning content. Teachers also provide extended learning content such as challenging questions and inquiry-based activities to deepen students' learning and stretch their potential. As a result of schools' effective use of e-learning platforms, teacher-student and student-student interactions are enhanced both inside and outside the classroom. For example, students are encouraged to upload their work to the e-platform so as to share and discuss their learning outcomes with their peers. During the lesson, they report the findings of their discussions to the class, and critique each other's work. In response, the teacher offers timely feedback. All such activities positively amplify students' enthusiasm and initiative in learning, and augment their ability to reflect on what they have learnt.

- Schools have always been keen to promote reading and develop students' "reading to learn" abilities. A good number of them arrange for students to read online, recommending materials which comprise learning content or themes covered in class and are conducive to applying the reading strategies they have learnt. Students are also encouraged to read extensively, extend their learning through reading, and lay a solid foundation for self-directed learning. More and more schools are espousing RaC, where theme-based reading is adopted to help students connect knowledge across a variety of disciplines, maximising the benefits brought about by reading. However, students are often not given enough opportunities at the post-reading stage to integrate their knowledge across different KLAs/subjects, a problem best tackled by improving the overall planning of such activities. Schools need to further strengthen the role of curriculum leaders and establish collaboration mechanisms across subject panels, in order to ensure that RaC is systematically implemented, and that students are offered ample opportunities to connect prior knowledge with real-life experiences, and develop self-directed learning habits and capabilities.

- Schools that identify self-directed learning as one of their major concerns tend to address it by embedding elements of self-directed learning in the curriculum. In Science, for instance, various authentic contexts are designed, under which students are asked to design products, conduct experiments, analyse findings and improve products, so as to foster their self-learning and scientific inquiry skills. Extension and self-reflection components are also introduced in learning materials to encourage students to reflect on their own learning. In some schools, self- and peer assessment is made part of the learning tasks to facilitate students' self-reflection and foster knowledge co-construction among peers. However, a small number of schools do not seem to have considered developing students' critique abilities in the process, thus undermining the effectiveness of such assessment.

- On the whole, schools have built a solid foundation in promoting self-directed learning. They could, however, do even better in regard to overall planning, by strengthening subject panels' consensus on the goals of self-directed learning and encouraging a higher degree of liaison and collaboration to help enhance effectiveness. In general, students manage to complete their pre-lesson preparation and jot down the key learning points as instructed, and show steady progress in developing self-learning skills. Schools could continue to provide copious opportunities in class for student interaction and reflection, as well as self-, peer- and teacher-assessments to enhance learning. They could also encourage students to formulate their own learning plans based on their own interests and abilities, which can help boost their sense of responsibility and initiative, and enable them to become independent learners.

Exemplars

A diverse range of self-directed learning strategies to effectively nurture students to become independent learners
Following on the focus of "active learning" in the previous development cycle, emphasis is placed in the current one on promoting self-directed learning, with the aim of building a self-directed learning culture on campus and developing students into independent learners. Comprehensive, holistic planning is evident, as the initiative is first implemented in the areas of curriculum policies, classroom learning and teaching, life-wide learning activities, and teachers' professional development, and subsequently tied in with campus displays, awards schemes and parent education. In response to the major concern, every panel works hard to develop subject-based strategies, such as refining the design of assignments, promoting pre-lesson preparation and note-taking, and developing tools for self-learning. In assignments, different stakeholders are involved in the assessment process, and rubrics that provide clear learning outcomes are incorporated to help students grasp what are expected of them. Pre-lesson preparation comes in a variety of forms, such as engaging students in setting their own questions, conducting information search, and doing practical tasks. By and large, students are developing the habit of taking notes, with senior form students displaying the ability in using graphic organisers for recording and organising key learning points, and making basic reflections. The school has provided a "Self-directed Targeted Learning" booklet, which helps students set their own learning goals for different subjects, and put into action their creative arts learning plan, an initiative that is met with enthusiasm from students. Teachers also manage to make good use of tutorial classes at different year levels to help students learn how to reflect.

The school is committed to promoting reading and thus makes special effort to create a reading atmosphere on campus. Apart from the library, reading materials are made accessible in places such as classrooms and the school playground, with a digital library collection available as well. To further provide a vibrant reading environment for students, the school arranges for parents to conduct regular storytelling sessions. In addition, students are encouraged to make use of the school-based reading log to track and record their reading journey and reflect on their reading. All in all, the provisions are successful in creating a conducive reading environment for students to develop their reading interests and habits, as well as to promote self-directed learning.

Effectively integrating e-learning to develop students' self-learning capabilities

"Self-directed Learning, Active Involvement" is the school's major concern in its current development cycle. A range of strategies has been implemented to strengthen teachers' professional development, develop students' self-directed learning capabilities and foster active learning. These include enlisting the professional support of external organisations to conduct a variety of training programmes to deepen teachers' grasp of self-directed learning and related learning and teaching strategies.

Alongside guiding students to make use of thinking tools to enhance their self-learning capabilities, the school devises integrated online pre-lesson preparation and extended tasks, such as e-reading and conducting information search, to help students cultivate self-learning habits. They are also encouraged to take advantage of the e-platform to learn according to their interests and abilities, thereby consolidating and extending what they have learnt in lessons. Overall, students manage to complete their pre-lesson preparation tasks and apply thinking tools to organise their notes and ideas.

Assignments are designed to provide room for students to engage in self-directed learning. For example, they allow students to formulate their own questions on specific topics, and give them the flexibility during the holidays to select a topic of their interest, as well as set their own goals and learning methods. This helps increase students' motivation to learn and fulfil their plans for self-learning.

2.6.3 Science, Technology, Engineering and Mathematics (STEM) Education

- The promotion of STEM education is a major emphasis in the ongoing renewal of the school curriculum. Identifying it as a major concern, most schools participate enthusiastically in the EDB's school-based support services, enlist support from tertiary institutions, and encourage their teachers to attend workshops and seminars. Schools that have set up a committee for this initiative mainly focus on arranging professional development activities for teachers, organising co-curricular activities, and reinforcing STEM elements in the teaching of relevant subjects. While membership of the committee comprises teachers of various STEM-related subjects, quite a number of schools have not worked on cross-subject collaboration at a curricular level, and so students lack the opportunities to integrate and apply different subject knowledge and skills.

- Schools use subject-teaching as an entry point into their promotion of STEM education. Most primary schools strengthen the elements of scientific inquiry in General Studies to provide opportunities for students to conduct experiments, make models, so as to heighten

their interest in scientific investigation and develop their science process skills, such as defining variables and running fair tests. However, a small number of primary schools use pre-set kits for modelling design and production, where students are asked to assemble the pieces according to instructions. Because of the mechanical nature of this undertaking, there is limited room for students to exercise their creativity. Secondary schools mostly include the elements of STEM education in the subjects of Science and Computer Literacy, beside incorporating coding into the curriculum to develop students' computational thinking skills. They engage students in integrative use of the knowledge and skills to carry out hands-on, innovative activities, which help develop their creativity, as well as collaboration and problem-solving skills. Schools also use the existing collaboration between subjects as an entry point, making slight adjustments to the content and curriculum of STEM-related subjects.

- A small number of schools implement project learning to let students integrate and apply their knowledge and skills of relevant subjects. For example, when conducting scientific inquiry into specific topics, students conduct research and solve problems on their own, which helps develop their spirit of inquiry and ability to cope with challenges in their daily lives. In particular, some schools carefully design and situate project-based learning activities in meaningful and realistic contexts. For example, under the topic of "intelligent living", students make use of technology to improve people's daily lives by designing an intelligent walking cane, whereby a sensor sends a message or call to the family when the elderly person accidentally falls over.

- Schools mostly hold STEM learning activities, such as STEM Day/Week, Technology Day and Cross-curricular Learning Day to kindle students' interest in this field of study. To broaden students' horizons and develop their potential, some schools arrange for students to participate in STEM-related enrichment classes or exchange programmes abroad. Students are also encouraged to participate in local or overseas science, maker and robot competitions, and the like, so as to augment their learning experience.

- As seen from theme-based FI on STEM education, a diverse range of classroom activities is employed. Teachers mostly use activities such as experiments, coding, and product making, to enable students to garner hands-on experience of making products and inquiring into problems. Teachers also apply information technology in their teaching, such as using interactive geometry software to present principles of geometry, and conducting virtual experiments to demonstrate different experiment results. Further, through questioning and use of peer feedback, teachers prompt students to think and offer suggestions for improvement on other students' work, thus developing their critical thinking skills. However, in some of the lessons involving the design-and-make elements, teachers focus on teaching students coding programmes or techniques of making products, spending less time on guiding students to reflect on and share their design notions. Some individual teachers fail to offer adequate explanation on the scientific principles behind the learning activity or assist students in making connections between different subjects. On top of this, the majority of schools have not conducted risk assessments for the newly instated experiments and inquiry activities. Schools need to strengthen their awareness of risk management, and develop preventative measures to ensure the safety of students while conducting experiments, scientific inquiry and design-and-make activities.

- In the area of performance assessment, schools mostly focus on students' finished products, their assembling techniques, as well as their level of involvement in the activity. Schools

that perform well are able to use a diverse range of assessment modes, notably design drawings, cross-curricular STEM projects, student presentations, as means of understanding how well students have developed and grasped cross-curricular knowledge and skills. In individual schools, although assessment forms are used to evaluate student performance, the assessment criteria are not firmly linked with the learning objectives. Overall, teachers' understanding of the assessment of STEM education needs to be further strengthened.

- In general, schools review their work effectiveness at the end of the term, using questionnaires to collect teachers' opinions on the school-based STEM education, along with students' views on the learning activities. The reviews, however, tend to focus more on students' interest in learning, and less an in-depth exploration of students' learning performance, such as whether they manage a firm hold of subject knowledge, whether they can integrate the use of knowledge and skills from different subjects, or how well they foster creativity, collaboration skills and problem-solving skills. This is an area of improvement for schools.

Exemplars

Adopting a school-based three-tier implementation model to systematically promote STEM education and uncover students' potential
The school adopts a three-tier implementation model, comprising a school-based whole-class approach, a school-based pull-out enrichment programme and off-site support, to systematically promote STEM education. To implement the first level of its three-tier mode, i.e. whole-class approach, the school develops and runs its own Technology curriculum and cross-curricular project learning for STEM education at the lower and upper primary levels respectively. The learning activities are student-centred, and designed to help students become curious, truth-seeking, problem-solvers, and risk-taking, innovative learners. The school-based Technology curriculum at lower primary level ensures that the learning activities are of students' interests and that the teaching materials are derived from daily life contexts. Students can therefore conduct scientific inquiry into objects commonly found in the environment around them, such as the "egg parachute" in P3. Cross-curricular project learning for STEM education at the upper primary level deploys a range of activities to motivate students to use both their hands and their brains. Through multiple testing and iterative design, students are encouraged to think from various angles and try different solutions. Through its whole-class approach, the school identifies students with potential and offer to them the second level of its three-tier mode: a pull-out enrichment programme including, for example, a "Rubik's Cube Engineering" course for Mathematics, a technology group competition training course for General Studies, and a robot competition training course for Computer Literacy. The enrichment programme is designed and taught according to the interests and abilities of the students by the relevant subject panels, compatible with the content they learn in class. The school regularly nominates students to participate in external competitions, as well as enrichment and extension activities organised collaboratively with institutions outside the school. These kinds of off-site support measures are part of the third level of the three-tier mode, which includes pooling resources from other secondary schools in the region to help

enrich students' learning experiences. The school also organises overseas academic exchanges to enable their students to attend STEM classes and activities together with the local students, as well as to visit facilities for innovation and technology so as to extend their learning beyond the classroom.

Emphasising cross-curricular collaboration, and providing opportunities for students to integrate and apply STEM knowledge and skills

A committee has been established in the school to advance STEM education, review and assimilate systematically the curricula of STEM-related subjects, and develop students' abilities to integrate and apply the knowledge from different subjects while engaging in STEM project learning. This is a carefully considered and planned arrangement.

The school values cross-curricular collaboration, as exemplified in its S1 model glider competition. In the process of making a model glider, students are able to integrate and apply the knowledge and skills learnt in STEM-related subjects, including 2D drawing concepts and cutting techniques from Design and Technology, digital drawing techniques from Computer Literacy, and concepts of estimation from Mathematics. The school is keen to cultivate students' powers of reflection, and consequently introduces assessments that involve different parties, such as peer assessment, parent assessment and teacher assessment, to allow students to review their learning performance from a variety of perspectives.

In developing students' computational thinking and coding skills, the school uses microcontroller kit to enable students to learn coding at lower secondary levels, unleashing their creativity and allowing them to design different products. In recent years, the school has also invited education professionals from local, Mainland and overseas primary and secondary schools to visit and exchange experiences on STEM education, with the aim of enhancing their teachers' professional capacities.

2.6.4   Catering for Learner Diversity

- Schools have always valued the importance of catering for learner diversity. In general, they provide support from two dimensions, students' learning and their personal development, so as to help students of different learning abilities, styles and cultural backgrounds capitalise on their strengths. In terms of supporting student learning, schools continue to adopt practices such as split classes, collaborative teaching, and pull-out remedial teaching, and even hiring additional teachers or teaching assistants, in order to help students of different abilities in their learning. Further, they organise a variety of after-class enrichment and intervention programmes, and tutorial classes, to develop students' potential and consolidate their foundation for learning. In the area of personal development, schools form different groups to help students adapt to school life and meet their various growth needs.

- In terms of curriculum and assessment, schools use a wide range of assignments, such as book reports, oral presentations, and model-making, to cater for students' interests, abilities and learning styles. Some schools adapt the curricula of certain subjects by defining the core and extension learning content, thereby strengthening the support for students with different learning needs. They also set tiered assignments, providing the less able students

with more clues and learning strategies to help them process ideas and complete the tasks successfully, and in so doing, enhance their self-confidence in learning. Conversely, more challenging tasks, or opportunities to set their own questions, are given to the more able students to stimulate their thinking and deepen their learning. Schools are mostly able to adjust the requirements of assessments, and set the ratio for questions of different difficulty levels in the assessment papers. Schools that set tiered assessment papers are better placed to measure and evaluate the knowledge and skills level of students of different abilities. However, relatively speaking, schools are less effective in catering for learner diversity in classrooms. They should capitalise on collaborative lesson planning and peer lesson observations to further discuss and develop effective learning and teaching strategies.

- Regarding gifted education, schools demonstrate a mature and confident use of the second and third levels of the three-tier implementation model: school-based pull-out programmes and off-school support. Schools host a great variety of after-class pull-out programmes. They also provide opportunities for students to organise school activities themselves, and recommend individual students to join external training courses or competitions, extending their potential in such areas as academia, sports and arts, and leadership, as well as broadening their horizons. Schools that implement the first level of school-based whole-class teaching focus on guiding students into recognising and using different thinking tools, with a view to nurturing their higher-order thinking skills. However, support in terms of developing students' creativity and personal-social competence is somewhat limited, and could be further strengthened. Schools that have established a "Talent Pool" can formulate specific criteria for identifying students' potential, such as using the concept of multiple intelligences to evaluate students with talents in different areas. They also use the "Talent Pool" to select students for internal pull-out programmes and recommend them for external courses and competitions, enabling them to discover and build on their talents and strengths.

- For students with special educational needs (SEN), most schools have set up policies and mechanisms for a whole-school approach to integrated education. They are able to identify such students in time and appropriately use the extra resources provided by the EDB to support them. In order to support students with SEN in their learning, schools provide pull-out small-group teaching and after-class remedial programmes to give students more individual support and guidance. They also adjust learning materials, assignments and assessments to strengthen students' foundation for learning. However, schools need to ensure alignment between the learning materials used in after-class support programmes and those used in class, and to continuously monitor students' learning progress so as to evaluate the effectiveness of the strategies. In terms of support for student development, schools arrange for students with SEN to receive professional support, and enlist the assistance of their peers and teachers to further develop their communication and social skills. Some schools allow these students to participate in activities and services in and outside school, with the purpose of unleashing their potential, helping them realise their self-worth, and enhancing their self-esteem.

- With the establishment of the Special Educational Needs Co-ordinator (SENCO) post, schools are steadily enhancing their commitment to school-based experience sharing and the collaboration between multi-disciplinary teams and subject panels. They arrange for teachers and specialist staff (such as educational psychologists and speech therapists) or support staff from tertiary institutions to conduct collaborative lesson planning and lesson studies together, with a view to enhancing teachers' professional capabilities. Currently, the post of SENCO has only been established for a short time and its role is yet to be

strengthened in schools. Schools should delegate the SENCO's work appropriately, giving them sufficient space to perform their leadership, planning, and co-ordination functions, so as to better promote cross-subject collaboration. School-based teacher professional development mechanisms should also be fully utilised to support other teachers in honing their skills of catering for the needs of students with SEN in class.

- Schools take the learning and growth needs of NCS students seriously. They often draw on the support of these students' peers to help them adapt to and integrate into school life. Schools also organise a variety of activities to enhance NCS students' understanding of Hong Kong and Chinese culture. Some schools host life-wide learning activities to foster an inclusive atmosphere, to impress on students the importance of mutual respect and acceptance. In terms of supporting NCS students in their learning, schools with extra funding generally hire new staff or acquire additional teaching resources to help NCS students with their learning of Chinese Language. Based on the number of NCS students they have, schools usually decide on the modes of classroom support they deem appropriate, including integrating them into mainstream classes, pull-out learning, cross-class or cross-level grouping, or a combination of these approaches. Yet, not many teachers have undertaken professional development related to second language learning and teaching. Those who have not received such training generally lack understanding of second language instruction, and consequently have not been able to effectively apply learning and teaching strategies relevant to NCS students' needs. In schools with a higher intake of NCS students, the senior secondary curriculum is influenced by international Chinese examinations, and is usually planned with the purpose of helping students achieve the relevant qualifications. Expectations for students are relatively low, and since the curriculum has not been planned with respect to students' abilities, their motivations and impetus for learning Chinese are affected, which prevents them from achieving higher proficiency in the language. Outside regular classes, schools mostly offer after-class remedial programmes to support student learning, but the effectiveness of such measures varies. The more effective remedial classes organise students into groups based on their abilities. They are also successful in enhancing students' interest in learning and catering for their learning needs through selected storybooks and appropriate reading and listening materials, as well as learning activities designed to consolidate their language knowledge foundation. The less effective classes usually fail to tie in closely with the Chinese Language curriculum or to design appropriate learning materials that suit students' level of language proficiency or address their learning difficulties. Moreover, schools with a high intake of NCS students, or English-medium schools, mostly do not provide a language-rich environment, and so NCS students tend to communicate in their mother tongue or English, and lack the motivation to use Chinese. Overall, many schools are already using the "Chinese Language Assessment Tools for NCS Students" or other school-based assessment tools to ascertain their NCS students' starting ability in Chinese, and employ the data thus obtained as a reference for class streaming. They also draw on the "Chinese Language Curriculum Second Language Learning Framework" ("Learning Framework") in planning their curriculum. However, they have not been able to fully exploit the "Learning Framework" and their assessment data to perfect their overall planning for supporting NCS students' learning of Chinese Language.

- Generally speaking, schools are beginning to grasp ways of catering for learner diversity, but still need to capitalise on assessment data to better understand students' needs, review the efficacy of their support measures, and make necessary adjustments to their plans and strategies. Schools need to continuously expand teachers' professional capacity and

increase their understanding of the needs of different groups of students. Through enhanced professional exchange, teachers could explore effective teaching strategies together, so as to better meet the learning and growth needs of different students.

Exemplars

Effectively using differentiated learning and teaching strategies to cater for learner diversity
The various subjects under the Science Education KLA undertake to adapt their own curriculum and assessment to appropriately cater for learner diversity. Taking Science as an example, teachers focus on teaching the core topics in classes for the less able students to help them establish a solid foundation for learning. For classes of higher ability, more extension topics are introduced to allow students to deepen their learning. In terms of assignments, teachers use graded experiment worksheets to help the less able students better grasp basic concepts, and a greater number of higher-order questions to extend the learning of the more able ones. The junior-secondary learning task workbook, devised for the purpose of reinforcing classroom learning, has been divided into the "Core" and "Extension" booklets. The former is more diverse in content, and includes experiment logs, vocabulary usage exercises, and materials supporting the learning of Science in English, seeking to help students consolidate their knowledge and skills. The latter, comprising more subject-related reading materials and advanced questions on application of scientific knowledge, is meant to widen students' scope of reading and stimulate their thinking. For assessment, teachers also set tiered tests, whereby test papers of varied difficulty levels are provided, so as to heighten students' sense of success in learning, and to encourage them to challenge themselves.

SENCO effectively executing his/her duties to cater for students' needs
The school supports students with SEN in their learning, emotional, and social needs in a systematic manner. Under the leadership of the SENCO, the student support committee liaises closely with the curriculum committee to co-develop appropriate measures for supporting students with SEN in their learning, such as adapting the length and vocabulary of reading materials to aid comprehension, and providing clues in assignments to help them complete the learning tasks. The SENCO has hosted open classrooms and experience-sharing sessions to allow teachers insight into the characteristics of students with SEN and the corresponding pedagogical strategies. The SENCO has also observed teachers' lessons, and engaged in professional exchanges on learning and teaching strategies for addressing the needs of students with SEN, thus empowering teachers' skills in taking care of these students in class. The school also keenly promotes home-school co-operation. Parents of students with SEN are offered the opportunity to observe lessons. This enables them to gain an understanding of their children's learning and the support techniques used by the school. In turn, they can use similar strategies at home to guide their children's learning.

A clear philosophy for supporting NCS students' learning of Chinese Language, complemented by appropriate strategies, and timely review of students' learning effectiveness that informs planning

The school's philosophy in supporting their NCS students' learning of Chinese Language is clear: their goal is to assist them in bridging over to mainstream Chinese classes. At P1 to P4, the school mainly offers pull-out classes for NCS students. They take reference from the "Learning Framework" as the basis for developing the school-based curriculum, and set expected learning outcomes for NCS students in the domains of listening, speaking, reading and writing. At every year level, the learning materials used by NCS students are the same as those for mainstream classes, but teachers would make adaptations based on students' language abilities. For example, they would modify the teaching focuses, shorten the length of reading passages, simplify the vocabulary, and add visual aids to cater for students' needs, and to lay the foundation for their transitioning to mainstream lessons in the future. Having a firm grasp of NCS students' learning styles and characteristics, teachers employ a diverse range of learning and teaching strategies in the reading lessons, notably reciting and skywriting, using short video clips, and performing physical actions, in order to capture students' interest and facilitate learning.

Teachers in charge of co-ordinating matters related to NCS students' learning of Chinese Language conduct day-to-day lesson observations and pen-and-paper assessments to regularly review students' language abilities. They flexibly adjust support strategies, such as arranging for eligible NCS students to attend mainstream Chinese classes, or re-assigning students, who have yet to catch up on mainstream language levels, back into pull-out classes to continue their learning.

Chapter 3   Concluding Remarks

In the 2018/19 school year, schools have continued to refine their self-evaluation work, and they lay down development plans and priority tasks, taking into account education development trends, major renewed emphases, their own contexts, as well as student needs. They are capable of using both internal and external resources to enhance teachers' professional capacity and support students' learning and development. Their curriculum generally covers content knowledge, generic skills, and values and attitudes across a broad range of KLAs/subjects. In addition, a broad spectrum of life-wide learning activities is offered to enrich students' learning experiences. Schools also recognise the importance of implementing values education so as to help students build a positive outlook on life. For future development and further improvement, schools may refer to the following recommendations:

Strengthening professional leadership and enhancing self-evaluation effectiveness

- School management needs to enable teachers to make judicious use of various evaluation information and data, align commonly on major concerns and goals, and evaluate holistically the implementation and progress of the school's development tasks, so as to get to the crux of the issues, and provide precise and specific feedback to inform future planning. Curriculum leaders need to be familiar with the school's curriculum framework and its design principles, ensuring student access to a broad and balanced set of knowledge and skills; they should also enhance support for middle managers so that they can fully engage in their leadership and supervisory roles, helping teachers improve their performance in curriculum planning and implementation, and facilitating the collaboration between different subject panels and committees. Moreover, SENCO are required to fulfil their leadership, planning and co-ordination functions to effect cross-collaboration between the specialist staff team, subject panels and committees. They should also make recommendations on learning and teaching strategies to advance subject teachers' abilities and techniques in catering for the needs of students with SEN in the classroom.

- Teachers' professional capacities could be further augmented. On top of their lesson observation and lesson evaluation skills, their understanding of education development trends and major renewed emphases, such as RaC and STEM education, also needs strengthening. Another area for development lies in their assessment literacy. Mastering the skills of using evaluation information and data will effectively enable teachers to identify students' development and learning needs, and feedback appropriately on the overall planning of values education, along with learning and teaching. The design of learning tasks also requires upgrading, particularly the content coverage of the learning materials, and the alignment between assessment criteria and learning targets.

Promoting students' whole-person development through developing a balanced curriculum

- The curriculum is the foundation of the overall learning experiences that students gain in school, including the development of knowledge, generic skills, and values and attitudes. Schools are obliged to use the seven learning goals of the central curriculum as benchmark to ensure that their own curriculum is broad and balanced. While the KLAs/subjects must include core elements or compulsory content for learning, they also need to take into serious consideration students' intellectual and psychological development, interests and abilities at different key stages and avoid curriculum overkill. It is vital to help S1-3 students lay a firm and solid knowledge foundation, rather than bring forward topics from the senior

secondary curriculum, which will cause serious disruption to the time allocation for each KLA/subject at junior secondary level. Schools could also make good use of the "Life-wide Learning Grant", which has been released since the 2019/20 school year to organise more KLA- or subject-related experiential learning activities for students, effectually extending learning beyond the classroom and further enriching students' learning experiences.

- When planning for values education, schools should adopt a whole-school approach so that values and attitudes are strategically integrated into the curricula of academic subjects, as well as life-wide learning activities, etc., to enhance students' affective engagement and learning effectiveness. At the same time, schools should consider developing students' information literacy to enable them to cope with the inappropriate information and views that permeate everyday life, and become truly informed and responsible citizens. Schools should also make use of life events to help students connect their daily experiences to the learning process, and step up efforts to guide them to reflect on matters from different perspectives so that they can develop wholesome values and positive attitudes. There is also scope for improvement for Basic Law education planning. It is necessary to ensure that the curriculum covers the relevant learning elements and forms close, organic connections with related subjects.

Appendix 1   Schools Undergoing External School Review in the 2018/19 School Year

<u>Primary Schools</u>

Cho Yiu Catholic Primary School

Christian Alliance Toi Shan H. C. Chan Primary School

CUHKFAA Thomas Cheung School

Delia (Man Kiu) English Primary School

Dr. Catherine F. Woo Memorial School

Fresh Fish Traders' School

Fung Kai No.1 Primary School

HHCKLA Buddhist Chan Shi Wan Primary School

HHCKLA Buddhist Wisdom Primary School

Hong Kong Red Swastika Society Tuen Mun Primary School

Jordan Road Government Primary School

Kowloon Bay St. John The Baptist Catholic Primary School

Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School

Kowloon Women's Welfare Club Li Ping Memorial School

L.K.W.F.S.L. Lau Tak Yung Memorial Primary School

L.K.W.F.S.L. Wong Yiu Nam Primary School

Leung Kui Kau Lutheran Primary School

Li Sing Tai Hang School

Lingnan University Alumni Association (Hong Kong) Primary School

North Point Government Primary School (Cloud View Road)

Po Kok Primary School

Po Yan Oblate Primary School

Sharon Lutheran School

SKH Kei Oi Primary School

SKH St. Clement's Primary School

SKH St. James' Primary School

STFA Leung Kit Wah Primary School

The Salvation Army Ann Wyllie Memorial School

The Salvation Army Centaline Charity Fund School

Tin Shui Wai Government Primary School

Toi Shan Association Primary School

TWGHs Ma Kam Chan Memorial Primary School

Yan Tak Catholic Primary School

Yaumati Kaifong Association School

YCH Chiu Tsang Hok Wan Primary School

<u>Secondary Schools</u>

Belilios Public School

Carmel Divine Grace Foundation Secondary School

Cheung Chau Government Secondary School

Chinese Y.M.C.A. College

Choi Hung Estate Catholic Secondary School

Christian Alliance S. C. Chan Memorial College

Creative Secondary School

Evangel College

Fanling Lutheran Secondary School

Heung To Middle School (Tin Shui Wai)

HKBU Affiliated School Wong Kam Fai Secondary & Primary School

HKICC Lee Shau Kee School of Creativity

HKMLC Queen Maud Secondary School

HKUGA College

Hon Wah College

Ju Ching Chu Secondary School (Kwai Chung)

Ju Ching Chu Secondary School (Yuen Long)

La Salle College

Lai Chack Middle School

Lee Kau Yan Memorial School

Notre Dame College

PLK Lee Shing Pik College

PLK Mrs Ma Kam Ming-Cheung Fook Sien College

Pope Paul VI College

Queen's College Old Boys' Association Secondary School

Sai Kung Sung Tsun Catholic School (Secondary Section)

St. Francis' Canossian College

St. Francis Xavier's College

St. Stephen's Church College

STFA Tam Pak Yu College

Tai Po Sam Yuk Secondary School

Toi Shan Association College

Tseung Kwan O Government Secondary School

YCH Tung Chi Ying Memorial Secondary School

<u>Special Schools</u>

Evangelize China Fellowship Holy Word School

Haven of Hope Sunnyside School

Hong Chi Lions Morninghill School

Hong Chi Morninghill School, Tsui Lam

Hong Chi Morninglight School, Yuen Long

Hong Kong Juvenile Care Centre Chan Nam Cheong Memorial School

PLK Anita L.L. Chan (Centenary) School

PLK Mr. & Mrs. Chan Pak Keung Tsing Yi School

Rhenish Church Grace School

The Mental Health Association of Hong Kong - Cornwall School

Appendix 2   Schools Undergoing Focus Inspection in the 2018/19 School Year

<u>Primary Schools</u>

Aberdeen St Peter's Catholic Primary School

Bishop Walsh Primary School

C&MA Sun Kei Primary School

Canton Road Government Primary School

Carmel Leung Sing Tak School

CCC But San Primary School

CCC Cheung Chau Church Kam Kong Primary School

CCC Chuen Yuen First Primary School

CCC Chun Kwong Primary School

CCC Kei Tsz Primary School

CCC Kei Wai Primary School (Ma Wan)

CCC Kei Wan Primary School

Chinese Methodist School, Tanner Hill

Ching Chung Hau Po Woon Primary School

Christian Alliance H.C. Chan Primary School

Chun Tok School

CNEC Lui Ming Choi Primary School

Fuk Tak Education Society Primary School

Fuk Wing Street Government Primary School

Fung Kai Innovative School

HHCKLA Buddhist Ching Kok Lin Association School

HK & KLN Kaifong Women's Association Sun Fong Chung Primary School

HKFEW Wong Cho Bau School

HKMLC Primary School

Holy Cross Lutheran School

Hong Kong Baptist Convention Primary School

Iu Shan School

King Lam Catholic Primary School

King's College Old Boys' Association Primary School

Kowloon City Baptist Church Hay Nien Primary School

Kowloon Tong Government Primary School

Lions Clubs International Ho Tak Sum Primary School

Lok Wah Catholic Primary School

Ma Tau Chung Government Primary School (Hung Hom Bay)

Methodist School

Mui Wo School

Ping Shek Estate Catholic Primary School

PLK Castar Primary School

PLK Chee Jing Yin Primary School

PLK Grandmont Primary School

PLK Riverain Primary School

POH Chan Kwok Wai Primary School

Precious Blood Primary School

Precious Blood Primary School (Wah Fu Estate)

Pui Tak Canossian Primary School

S.R.B.C.E.P.S.A. Ho Sau Ki School

Sacred Heart Canossian School

Sai Kung Central Lee Siu Yam Memorial School

Shau Kei Wan Government Primary School

Shaukiwan Tsung Tsin School

SKH Chai Wan St. Michael's Primary School

SKH Holy Cross Primary School

SKH Kei Wing Primary School

SKH St. Matthew's Primary School

SKH St. Timothy's Primary School

SKH Tak Tin Lee Shiu Keung Primary School

SKH Wei Lun Primary School

SKH Yautong Kei Hin Primary School

St. Bonaventure Catholic Primary School

St. Eugene de Mazenod Oblate Primary School

St. Francis of Assisi's Caritas School

St. John The Baptist Catholic Primary School

St. Joseph's Primary School

St. Rose of Lima's School

Tak Sun School

The ELCHK Faith Love Lutheran School

The ELCHK Faith Lutheran School

The Little Flower's Catholic Primary School

The Salvation Army Lam Butt Chung Memorial School

Tin Shui Wai Methodist Primary School

Tseung Kwan O Government Primary School

Tsuen Wan Government Primary School

Tun Yu School

Wong Tai Sin Catholic Primary School

Yaumati Catholic Primary School

YCH Choi Hin To Primary School

Yuen Long Long Ping Estate Tung Koon Primary School

Secondary Schools

Bethel High School

Bishop Hall Jubilee School

Canossa College

Caritas Chong Yuet Ming Secondary School

Caritas Ma On Shan Secondary School

Caritas Yuen Long Chan Chun Ha Secondary School

Carmel Holy Word Secondary School

Catholic Ming Yuen Secondary School

CCC Chuen Yuen College

CCC Kei Chi Secondary School

CCC Kei Heep Secondary School

CCC Kei To Secondary School

Cheung Sha Wan Catholic Secondary School

Ching Chung Hau Po Woon Secondary School

Christ College

Christian Alliance S W Chan Memorial College

CNEC Lau Wing Sang Secondary School

Cognitio College (Kowloon)

CUHKFAA Chan Chun Ha Secondary School

CUHKFAA Thomas Cheung Secondary School

Fanling Rhenish Church Secondary School

Fortress Hill Methodist Secondary School

Helen Liang Memorial Secondary School (Shatin)

HHCKLA Buddhist Ching Kok Secondary School

HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School

Ho Yu College and Primary School (Sponsored By Sik Sik Yuen)

Holy Family Canossian College

Holy Trinity College

Hong Kong Chinese Women's Club College

Hong Kong Red Swastika Society Tai Po Secondary School

Hong Kong Tang King Po College

Immaculate Heart of Mary College

Islamic Kasim Tuet Memorial College

Ju Ching Chu Secondary School (Tuen Mun)

Kiangsu-Chekiang College (Kwai Chung)

Kowloon Technical School

Lai King Catholic Secondary School

Leung Shek Chee College

Ling Liang Church E Wun Secondary School

Ling Liang Church M H Lau Secondary School

Liu Po Shan Memorial College

Lok Sin Tong Leung Kau Kui College

Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery

Man Kiu College

Maryknoll Fathers' School

Methodist College

Munsang College

Newman Catholic College

Ng Yuk Secondary School

Ning Po No.2 College

NLSI Lui Kwok Pat Fong College

NLSI Peace Evangelical Secondary School

NTHYK Tai Po District Secondary School

NTHYK Yuen Long District Secondary School

Pentecostal Lam Hon Kwong School

Pentecostal School

PLK Tong Nai Kan Junior Secondary College

POH Chan Kai Memorial College

Precious Blood Secondary School

Pui Tak Canossian College

Queen Elizabeth School

Sacred Heart Canossian College

Salem-Immanuel Lutheran College

Sha Tin Government Secondary School

Shatin Pui Ying College

Shau Kei Wan East Government Secondary School

Shau Kei Wan Government Secondary School

Shun Lee Catholic Secondary School

Sing Yin Secondary School

SKH Bishop Mok Sau Tseng Secondary School

SKH Holy Carpenter Secondary School

SKH Leung Kwai Yee Secondary School

SKH Li Ping Secondary School

SKH St. Benedict's School

SKH St. Mary's Church Mok Hing Yiu College

SKH Tsoi Kung Po Secondary School

St. Francis of Assisi's College

St. Joseph's Anglo-Chinese School

St. Paul's School (Lam Tin)

STFA Leung Kau Kui College

STFA Yung Yau College

Tak Oi Secondary School

Tang King Po School

The True Light Middle School of Hong Kong

Tin Shui Wai Methodist College

Tsuen Wan Government Secondary School

Tsuen Wan Public Ho Chuen Yiu Memorial College

TWGHs Chang Ming Thien College

TWGHs Chen Zao Men College

TWGHs Mr & Mrs Kwong Sik Kwan College

TWGHs Wong Fung Ling College

Valtorta College

Wa Ying College

Wellington Education Organization Chang Pui Chung Memorial School

Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School

YLPMSAA Tang Siu Tong Secondary School

Yu Chun Keung Memorial College No. 2

Yuen Long Merchants Association Secondary School

Yuen Long Public Secondary School